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ABSTRACT

This annotated bibliography was developed to help researchers work more effectively and efficiently in their study of heterosocial competency. An introductory section defines heterosocial skills as those skills related to beginning, carrying on, and concluding social interactions with members of the opposite sex. It notes that heterosocial competence has been explained by the physical attractiveness model, the conditioned anxiety model, the cognitive distortion model, and the skills deficit model. Citations in the bibliography include research papers which explore the definition, assessment, and treatment of heterosocial competence. Seven references are included under the heading of General Reviews of the Literature; 17 references under the heading of Assessment of Heterosocial Competence; 29 references under the heading of Approaches to the Treatment of Heterosocial Incompetency; and 3 references under the heading of Determining the Components of Heterosocial Competency. (NB)

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HETEROSOCIAL COMPETENCY: AN ANNOTATED BIBLIOGRAPHY

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HETEROSOCIAL COMPETENCY:

A BIBLIOGRAPHY

Researchers have long recognized the significance of heterosocial skills and have attempted to assess skill levels and treat skill inadequacies through a variety of methods. Heterosocial skills can be defined as those skills related to beginning, carrying on, and concluding social interactions with members of the opposite sex. Heterosocial competence, or the degree of success an individual has in heterosocial interactions, has been explained from a variety of perspectives including the physical attractiveness model, the conditioned anxiety model, the cognitive distortion model, and the skills deficit model, each possessing certain merit. Correlates of heterosocial incompetency include anxiety, biological sex, and physical attractivenes. The college-age population has been the target of most, if not all research.

Assessment of incompetency has been based most frequently on responses to self-report questionaires and behavioral measures. In recent studies a great push has been made toward more naturalistic training devices; but many programs have been tested, including behavioral rehearsal, modeling, coaching, homework, feedback by others and video feedback, reinforcement techniques, and group discussion.

Although much has clearly been written concerning heterosocial competency, much remains to be learned. The variety of inadequacies in the extant research include weaknesses in sample selection and follow-up procedures, and an over-reliance on behavioral rehearsal (which remains of questionable ecological validity), and "change

scores" inappropriately used as the test of a training method (simply looking at the differences between pre and post test scores).

The following annotated bibliography sets forward much of that body of research dedicated to the exploration of heterosocial competency -- its definition, assessment and treatment. It is believed that the synopses of articles will allow researchers to work more effectively and efficiently in the area of heterosocial competency.

HETEROSOCIAL COMPETENCY

I. General Reviews of the Literature

Arkowitz, H. (1981). Assessment of social skills. In M. Hersen & A. S. Bellack (Eds.), Behavioral Assessment: A Practical handbook. New York: Pergaman.

This chapter provides both an excellent review and critique of the social skills assessment literature in general, and heterosocial and assertiveness skills in specific. A comparison on the basis of general effectiveness is also made for the most commonly utilized heterosocial skill assessment procedures.

Bellack, S. (1979). Behavioral assessment of social skills. In A. S. Bellack & M. Hersen (Eds.). Research & Practice in Social Skills Training. New York: Pergaman.

This article provides an overall analysis of the myriad of skills assessment procedures available to researchers today. Included are discussions of interviewing, self and peer assessment, behavioral observation and physiological assessment. The author's discussion of problems in the behavioral literature is also particularly worthy of note.

Blampied, N. (1982). Social skills training research and applications: A bibliography and index. (Report No. 38). University of Canterbury, Department of Psychology.

Curran, J. P. (1977). Skills training as an approach to the treatment of heterosexual-social anxiety: A review. Psychological Bulletin, 84(1), 140-157.

A variety of skills training studies are discussed, and though dated, many of the methodological and procedural problems discussed here are still relevant criticisms of current research in the area.

Curran, J. P. (1979). Social skills: Methodological issues and future directions. In A. S. Bellack & M. Hersen (Eds.). Research and Practice in Social Skills Training. New York: Pergaman.

Social skills, social skills training, and social skills assessment are discussed at length in terms of definitional, theoretical, and methodological problems. Although this is an overview of social skills in general the application to heterosocial competency is readily apparent.

Galassi, J. P., & Galassi, M. D. (1979). Modification of heterosocial skills deficits. In A. S. Bellack & M. Hersen (Eds.). Research & Practice in Social Skills Training. New York: Pergaman.

This chapter overviews and summarizes the heterosocial skills literature. It is strongest in its evaluation of heterosocial competency assessment procedures and training techniques.

Twentyman, C. T., & Zimering, R. T. (1979). Behavioral training of social skills: A critical review. In M. Hersen, R. Eisler, & P. Miller (Eds.). Progress in Behavior Modification. New York: Pergaman.

This chapter discusses training studies as they relate to social skills in general. However, heterosocial training programs are also covered in detail as a specific unit, and a complete table of heterosocial skills training programs is provided. The authors examine advantages and disadvantages of each training method.

II. Assessment of Heterosocial Competence

Arkowitz, H., Lichtenstein, E., McGovern, K., & Hines, P. (1975). The behavioral assessment of social competence in males. Behavior Therapy, 6, 3-13.

28 men, high and low in dating frequency, were compared across self-ratings and audio-taped social performances. Only rated social skill and number of silences in behavioral performance differentiated the two groups.

Barlow, H., Abel, G. G., Blanchard, E. B., Bristow, A. R., & Young, D. A. (1977). Heterosocial skills behavior checklist for males. Behavior Therapy, 8, 229-239.

The study attempted to identify verbal and nonverbal correlates of heterosocial competency. Subjects included 10 white males and 10 black males (all categorized as "socially adequate") and 10 males categorized as "socially inadequate." Pilot data was used to distinguish those behaviors representative of the socially inadequate group alone. The behaviors include vocal loudness, pitch, inflection, emphasis, conversation initiation, follow-up responses, flow of and interest in conversation, facial expression, eye contact and laughter. These activities are discussed in terms of generalizability and relevance to heterosocial dating competency.

Bellack, S., Hersen, M., & Lampanski, D. (1979). Role-play tests for assessing social skills: Are they valid? Are they useful? Journal of Consulting and Clinical Psychology, 47, 335-342.

This research questions the use of role-playing as a method of heterosocial competency assessment. Seventy male and female subjects were evaluated in a role-play situation and later, in a real-life interaction. Results, at best, indicate the need for further exploration of the convergent validity of role-play with real-life behavior. Few significant correlations between role-play performance and "real skills" was found.

Conger, J. C. & Conger, A. J. (1982). Components of heterosocial competence. In J. P. Curran & P. M. Monti (Eds.). Social Skills Training: A Practical Handbook for Assessment and Treatment. New York: Guilford.

This chapter attempts to find an appropriate definition for the term "heterosocial competency." The limitations of traditional assessment procedures are discussed at length. Most interesting and important is a discussion of a heterosocial skills hierarchy, based on prior research of the authors.

Curran, J. P. (1978). Comments on Bellack, Hersen and Turner's paper on the validity of role-play testing. Behavior Therapy, 9, 462-468.

This paper critiques the methodology of an earlier study by Bellack et al. (1978), in which role-play was found to have little external validity. Suggestions are made concerning the development of social skill assessment instruments.

Endler, N. S. Hunt, J., & Rosenstein, A. J. (1962). An S-R Inventory of anxiousness. Psychological Monographs, 76.

This study documents the development and testing of a very common measure of social anxiety--the Stimulus-Response Inventory of Anxiousness.

Farrell, A. D., Mariotto, M. J., Conger, A. J. Curran, J. P., & Wallander, J. L. (1979). Self-ratings and judges ratings of heterosexual social anxiety and skill: A generalizability study. Journal of Consulting and Clinical psychology, 47, 164-175.

Seventy-nine male students who performed in two heterosocial situations were rated by questionaires, self-ratings in role-plays and video taped role-plays, confederates and judges. The relationship between anxiety and skill varied significantly between the methods.

Glasgow, R. E., & Arkowitz, H. (1975). The behavioral assessment of male and female social competence in dyadic heterosexual interactions. Behavior Therapy, 6, 488-498.

Fifty-nine individuals high and low in dating frequency were not distinguished by level of social skill (not heterosocial skill).

Kazdin, E. (1977). Assessing the clinical or applied importance of behavior change through social validation. Behavior Modification, 2, 428-451.

The researcher discusses social validation as a means of determining whether behavior change as a result of intervention is clinically significant. Social validation involves two factors: (1) assessing the behavior of the target individual in comparison with a normal peer group, and (2) subjective evaluation of the

target's behavior in a natural environ (as solicited from otherindividuals in that environ). Problems in interpreting normative and subjective data are also discussed.

Lanyon, R. I. (1967). Measurement of social competence in college males. Journal of Counseling Psychology, 31, 495-498.

This study discusses validity of a new scale measure of male social competence.

Lowe, M. R., & Cautela, J. R. (1978). A self-report measure of social skill. Behavior Therapy, 9, 535-544.

This article discusses the formulation of the social Performance Survey Schedule. The instrument includes 50 behavioral definitions of positive social traits and definitions of 50 negative traits. A study was conducted in order to assess reliability. One-hundred and seventy-seven respondents participated in a test-retest situation. Reliability and internal validity are both determined to be very strong. General application of the scale is discussed.

Martinez-Diaz, J. A., & Edelstein, B. A. (1980). Heterosocial competence: Predictive and construct validity. Behavior Modification, 4, 115-129.

The responses of 42 male participants to a variety of heterosocial skills and anxiety assessment procedures were compared using multivariate analysis. Results suggest that the self-report measures adequately discriminate high and low daters, but that global ratings of skill arrived at through behavioral assessment did not do a sufficient job of distinguishing social competency level.

Montgomery, R. L., & Haemmerlie, F. M. (1982). Self-report and behavioral measures with heterosocially anxious males. Psychological Reports, 50, 1219-1222.

Three anxiety self-report forms (the fear of Negative Evaluation Scale, the Social Avoidance and Distress Scale, and the Security-Insecurity Inventory) were compared. Significant differences were found among the measures, indicating questionable cross-validity.

Mungas, D. M., & Walters, H. A. (1979). Pretesting effects in the evaluation of social skills training. Journal of Consulting and Clinical Psychology, 47, 216-218.

A Solomon 4 design was used to evaluate the effects of pretesting on outcome. Evidence was found to support the hypothesis that pretesting does affect response to self-report measures of anxiety within role-taking interaction tasks.

Wallander, J. L., Conger, A. J., Mariotto, M. J., Curran, J. P., & Farrell, A. D. (1980). Comparability of selection instruments in studies of heterosexual-social problem behaviors. Behavior Therapy, 11, 548-560.

In order to evaluate the selection methods used in analogue studies, 67 male subjects were administered four of the most common self-report instruments for anxiety and dating frequency. Results indicated that there were considerable content and method variances among the instruments and that all instruments produced relatively independent subject samples.

Watson, D., & Friend, R. (1969). Measurement of social-evaluative anxiety. Journal of Consulting and Clinical Psychology, 33, 448-457.

This research introduces two scales, the Fear of Negative Evaluation Scale (FNE), and the social avoidance and Distress Scale (SAD). Three experiments demonstrate the validity of the two scales for assessing level of heterosocial apprehension. Reliability and homogeneity are evaluated.

Wessberg, H. W., Mariotto, M. J., Conger, A. J., Farrell, A. D., & Conger, J. C. (1979). Ecological validity of role plays for assessing heterosocial anxiety and skill of male college students. Journal of Consulting and Clinical Psychology, 47, 216-218.

These researchers conclude that role-plays are less valid predictors of male heterosocial anxiety than are waiting-room interactions.

III. Approaches to the Treatment of Heterosocial Incompetency

Argyle, M., Trower, P., & Bryant, B. (1974). Explorations in the treatment of personality disorders and neuroses by social skills training. Journal of Medical Psychology, 47, 63-72.

The researchers compare the relative advantages and disadvantages of individual training and group training.

Arkowitz, H., Hinton, R., Perl, J., & Himaldi, W. (1978). Treatment strategies for dating anxiety in college men based on real life practice. Counseling Psychologist, 7, 41-46.

A general review of the social anxiety literature occupies most of the article; however, the writers make a sound argument for the inclusion of "practice dating" programs in student-oriented counseling center agendas. Practical issues in the organization of such a program are also discussed.

Bander, K. W., Steinke, G. V., Allen, G. J., & Mosher, D. L. (1975). Evaluation of three dating-specific treatment approaches for heterosexual dating anxiety. Journal of Consulting and Clinical Psychology, 43, 259-265.

Eighty-four subjects were randomly assigned to five experimental conditions: reeducation, combined reeducation and desensitization, microlab, nonspecific placebo, and minimal contact control group. Reeducation was perceived by subjects as most effective in reducing anxiety. The microlab, which emphasized real-life interaction with females and personal awareness was less successful overall in reducing anxiety.

Carstens, G. (1975). A comparison of gestalt and behavioral treatments for social anxiety and shyness. Dissertation Abstracts International, 36, 5249-5250.

Utilizing 71 subjects and four treatment groups, a comparison of gestalt therapy and behavioral rehearsal was made. Results indicate that behavioral rehearsal is the most effective method for anxiety reduction.

Curran, J. P. (1975). Case histories and shorter communications; social skills training and systematic desensitization in reducing dating anxiety. Behavior Research-Therapy, 13, 65-68.

Results of a comparison between social skills training and systematic desensitization indicate that both methods work equally well.

Curran, J. P., & Gilbert, F. S. (1975). A test of the relative effectiveness of a systematic desensitization program and an interpersonal skills training program with date anxious subjects. Behavior Therapy, 6, 510-521.

Fifty subjects were assigned to two separate treatment groups that included systematic desensitization and skills training, respectively. A no-treatment control group was also used. Both treatment groups experienced significant anxiety reduction. Only the skills training group demonstrated significant improvement on the interpersonal skills indicator.

Curran, J. P., Gilbert, F. S., & Little, L. M. (1976). A comparison between behavioral replication in training and sensitivity approaches to heterosexual dating anxiety, Journal of Counseling Psychology, 23, 190-196.

A behavioral replication program was found to have more effectiveness in treating specific measures of anxiety than did a sensitivity program. After the study, all subjects were rated as significantly improved in skills and lower in anxiety.

Edelstein, B. A., & Eisler, R. M. (1976). Effects of modeling with instructions and feedback on the behavioral components of social skills. Behavioral Therapy, 7, 382-389.

As treatment of social skills deficits, modeling with instructions and feedback was shown to be more effective than modeling alone.

Elder, J. P., Edelstein, B. A., & Fremouw, W. J. (1981). Client by treatment interactions in response acquisition and cognitive restructuring approaches. Cognitive Therapy and Research, 5(2), 203-210.

Results indicate that response acquisition is more effective than cognitive restructuring in the reduction social anxiety and the enhancement of social skills.

Glass, C. R., Gottman, J. M., & Shmurak, S. H. (1976). Response-acquisition and cognitive self-statement modification approaches to dating skills training. Journal of Counseling Psychology, 23(6), 520-526.

Sixty-one male subjects were divided into four groups: response-acquisition treatment, cognitive self-statement modification treatment, a combination of the prior two treatments, and a waiting list control or non treatment group. ANOV revealed that cognitive self-statement modification treatment was the most effective treatment form for inducing positive changes in dating behavior, but that low skill subjects profited adequally well from both treatment methods.

Goldman, W. R. (1978). Heterosexual social ineffectiveness: skill or performance deficit? Dissertation Abstracts International, 39, 1479.

This research finds that "skills deficit" is the most likely contributor to Heterosexual ineffectiveness.

Gormally, J., Sipps, G., Raphael, R., Edwin, D., & Varvil-Weld, D. (1981). The relationship between maladaptive cognitions and social anxiety. Journal of Consulting and Clinical Psychology, 49(2), 300-301.

The cognitive theories of Beck and Ellis were used to identify cognitive phenomena thought to be related to social anxiety. The constructs "risk appraisal" and "irrational beliefs," were found to account for 35 per cent of the variance in social anxiety level among a group of high, moderate, and low confidence men.

Gormally, J., Varvil-Weld, D., Raphael, R., & Sipps, G. (1981). Treatment of socially anxious college men using cognitive counseling and skills training. Journal of counseling Psychology, 28, 177-187.

Forty-six subjects participated in a study designed to compare the relative effects of three social anxiety treatment: counseling, skills training, and a combination of the two. All three produced significant, nearly equivalent reductions in social anxiety.

Haemmerlie, F. M. & Montgomery, R. L. (1982). Self-perception theory and unobtrusively biased interactions: A treatment for heterosocial anxiety. Journal of Counseling Psychology, 29(4), 362-370.

Researchers utilized "real life" prearranged social interactions with females to produced a significant change in self-perception of anxiety among 26 heterosocially anxious males. The results were reconfirmed in follow-up testing with additional improvement on conversational skills and greater dating frequency both common.

Hedquist, F. J., & Weinhold, B. K. (1970). Behavioral group counseling with socially anxious and unassertive college students. Journal of Counseling Psychology, 17, 237-242.

The efficacy of behavior rehearsal and social learning in the treatment of nonassertion is studied utilizing forty subjects. Results show that both behavioral rehearsal and social learning may be effectively used to increase the frequency of assertive responses by socially unassertive college students.

Heimberg, R. G. (1978). A comparison of behavioral techniques in the modification of heterosocial problems in college males. Dissertation Abstracts International, 38, 3882-3883.

Behavioral rehearsal, self-reinforcement and systematic desensitization were evaluated on the basis of effectiveness in modifying social problems. All three were found to have positive effects on behavior.

Kramer, S. R. (1975). Effectiveness of behavior rehearsal and practice dating to increase heterosexual social interaction. Dissertation Abstracts International, 36, 913-914.

No differences found between behavioral rehearsal, practice dating and practice dating plus cognitive restructuring in terms of treatment for heterosexual interaction avoidance. One interesting trend reported was that men improved more with practice dating than did women.

MacDonald, M. L., Kramer, J. A., Lindquist, C., McGrath, R. A., & Rhyne, L. D. (1975). Social skills training: behavior rehearsal in groups and dating skills. Journal of Counseling Psychology, 22, 224-230.

Behavioral rehearsal, behavior rehearsal with assignments (between session practice), and attention placebo (subjects trained in deep muscle relaxation), were compared. Role-play dating interactions were used to evaluate (pre and post- treatment) skill level. The behavioral rehearsal groups showed significant improvements indating skill level. Anxiety reduction was found across all groups.

Martinson, W. D., & Zerface, J. P. (1970). Comparison of individual counseling and a social program with nondaters. Journal of Counseling Psycology, 17, 36-40.

Twenty-four shy college males were assigned to one of three groups: individual psychological counseling; a program of arranged interactions with college coeds; or a delayed treatment control. Results indicate that the social program of interaction worked best in reducing shyness. A (skills) description of the typical "nondater" also emerged from the study and is significant.

McGovern, K. B., Arkourtz, H., & Gilmore, S. K. (1975). Evaluation of social skill training programs for college dating inhibitions. Journal of Counseling Psychology, 22, 505-512.

Three behavioral training programs for college men were compared. Treatment groups received dating manuals, contact with female confederates and group discussion meetings. One group received only these three things. Another received these things and behavioral rehearsal in a lab environ, while a third group received all three things and behavioral rehearsal in various naturalistic settings. Few differences were reported between the three interventions, though all reported significant change between pre and post tests.

Melnick, J. (1973). A comparison of replication techniques in the modification of minimal dating behavior. Journal of Abnormal Psychology, 81, 51-59.

Researcher attempts to compare the effectiveness of four intervention techniques: a vicarious conditioning group (who viewed the behavior of others in heterosocial settings) participant modeling group (who viewed the behavior of others and then acted out a dating situation), a participant modeling and self-observation group (who watched others and then acted out a date, viewing videotapes of their own performance to conclude), and a participant modeling, self-observation and reinforcement group (for whom reinforcement was added during the tape viewing). Results indicate that self-observation and participant modeling were the most effective training techniques used here. Reinforcement in group four did not augment results.

O'Conner, R. D. (1972). Relative efficacy of modeling, shaping, and the combined procedures for modification of social withdrawal. Journal of Abnormal Psychology, 79, 327-334.

This research examined the impact of modeling with reinforcement upon reductions in social withdrawal symptoms relative to the impact of shaping.

Pendleton, R., Shelton, J. L., & Wilson, S. E. (1976). Social interaction training using systematic homework. Personnel and Guidance Journal, 54, 484-487.

These writers point out that "Social Inhibition" is best conceptualized as containing the components of anxiety, skill deficit, and negative self-thoughts. A scattergun approach to

treatment is also proposed and tested. Preliminary results of the treatment (that included relaxation, skills instruction, cognitive control and homework) indicate that subjects experienced a considerable decrease in anxiety and fear of negative evaluations.

Rapaport, J., Gross, T., & Lepper, C. (1971). Modeling, sensitivity training, and instruction: Implications for the training of college student volunteers and for outcome research. Journal of Consulting and Clinical Psychology, 39, 99-107.

Fifty-nine volunteers participated in one of three social skills training conditions--modeling, sensitivity training, or no training. Later each volunteer was placed in a small group situation where s/he was asked to present a personal problem of his/her own and to try and understand the personal problem of another individual. The modeling and sensitivity groups performed better in the small group setting than did the non-treatment control group.

Thomander, L. D. (1975). The treatment of dating problems: Practice dating, dyadic interaction, and group discussion. Dissertation Abstracts International, 36, 461.

Twenty-six male and female infrequent daters were divided into three small groups. These groups each engaged in varying amounts of practice dating, dyadic interaction, conversational skills training, and group discussion. Males in all groups improved about the same.

Turner, J. T. (1977). Self-control as a variable in behavior therapy: A study of relaxation and dating anxieties in males. Dissertation Abstracts International, 38, 2387.

Three anxiety treatments were tested and compared, including self-control relaxation, standard relaxation, and discussion groups. Discriminant analysis revealed that self-control relaxation achieved the most significant results.

Rehm, L. P., & Marston, A. R. (1968). Reduction of social anxiety through modification of self-reinforcement: An instigation therapy technique. Journal of Consulting and Clinical Psychology, 32, 565-574.

Guided by the assumption that overt behavior and experienced anxiety can be modified by manipulation of cognitive states, these researchers utilized a hierarchy of situations in training 24 college males to increase their positive self-reinforcement. Analysis revealed that anxiety levels were reduced and verbal output in simulated situations was increased through the training procedures.

Twentyman, C. T., & McFall, M. (1975). Behavioral training of social skills in shy males. Journal of Consulting and Clinical Psychology, 43, 384-395.

Thirty-one shy college males were treated through the use of modeling, coaching, and behavioral rehearsal in naturalistic settings. Following treatment, subjects demonstrated significant improvements in skill level.

Yost, E. J. (1976). The development and evaluation of a social skills training program for college males. Dissertation Abstracts International, 36, 5249-5250.

Training techniques investigated here included contract management modeling, neutralizing tactics, and information presentation. Results indicate that the training program was successful in increasing social skills and that contract management can be used effectively in social skills training.

IV. Determining the Components of Heterosocial Competency

Curran, J. P., Little, L. M., & Gilbert, F. S. (1978). Reactivity of males of differing heterosexual social anxiety to female approach and non-approach cue conditions. Behavior Therapy, 9, 961.

The study utilized and observed interaction between 59 men of high, medium and low in sexual anxiety. High heterosexual socially anxious males exhibited significantly less approach behavior in the presence of a female confederate than did low heterosexual socially anxious males. Interpretation suggests that the behavior of the high anxious males was due to inhibition or deficient approach responses.

Figley, C. R. (1975). Tactical self-presentation in a dating decision-making cotext. Dissertation Abstracts International, 36, 1504-1505.

This is an exploratory study, analyzing the effects of tactical self-presentation (overtly or covertly attributing various characteristics to ones self in order to maintain a particular public appearance for instrumental purposes). No effects were found in the analysis of male subject responses.

Fischetti, M.; Curran, J. P., & Wessberg, H. W. (1977). Sense of timing: a skill deficit in heterosexual-socially anxious males. Behavior Modification, 38, 179-194.

110 subjects helped test the hypothesis that socially incompetent individuals and socially competent individuals would respond to a videotape of a woman discussing her life (subjects were to press a switch whenever they felt a response would transmit understanding) with the same frequency but varying timing and distribution. Results suggest that sense of timing is an important component of heterosocial skill.